

Kentucky Department of Education - Course Standards

Course Standards

Course Code: 500321

Course Name: Dance- Technical Theatre for Dance

Grade Level: 6-8

Upon course completion students should be able to:



6th Grade	7th Grade	8th Grade
TH:Cr1.1.6	TH:Cr1.1.7	TH:Cr1.1.8
<p>a. Identify possible solutions to staging challenges in a drama/theatre/dance work.</p> <p>b. Identify solutions to design challenges in a drama/theatre/dance work.</p>	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre/dance work.</p> <p>b. Explain and present solutions to design challenges in a drama/theatre/dance work.</p>	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre/dance work.</p> <p>b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre/dance work.</p>
TH:Cr2.1.6	TH:Cr2.1.7	TH:Cr2.1.8
<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre/dance work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre/dance work.</p>	<p>a. Examine and justify original ideas and artistic choices in a drama/theatre/dance work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre/dance work.</p>	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre/dance work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre/dance work.</p>
TH:Cr3.1.6	TH:Cr3.1.7	TH:Cr3.1.8
<p>c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre/dance work.</p>	<p>c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.</p>	<p>c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.</p>
TH:Pr5.1.6	TH:Pr5.1.7	TH:Pr5.1.8
<p>b. Articulate how technical elements are integrated into a drama/ theatre work.</p>	<p>b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.</p>	<p>b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p>

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TH:Pr6.1.6	TH:Pr6.1.7	TH:Pr6.1.8
Describe and record personal reactions to artistic choices in a drama/theatre work.	Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	Apply criteria to the evaluation of artistic choices in a drama/theatre work.
DA:Pr6.1.6	DA:Pr6.1.7	DA:Pr6.1.8
b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.	b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.
TH:Re8.1.6	TH:Re8.1.7	TH:Re8.1.8
a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work. b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	a. Recognize and share artistic choices when participating in or observing a drama/theatre work. b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work. c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.
TH:Re9.1.6	TH:Re9.1.7	TH:Re9.1.8
a. Use supporting evidence and criteria to evaluate drama/theatre work. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Identify how the intended purpose of a drama/theatre work appeals to a specific	a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Assess the impact of a drama/theatre work on a

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	audience.	specific audience.
TH:Cn10.1.6	TH:Cn10.1.7	TH:Cn10.1.8
Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Examine a community issue through multiple perspectives in a drama/theatre work.
TH:Cn11.1.6	TH:Cn11.1.7	TH:Cn11.1.8
Identify universal themes or common social issues and express them through a drama/theatre work.	Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.